

The Relationship between Student Engagement and School Well-Being

Rudy Yuniawati, Ismiradewi

AUTHOR CORRESPONDENCE:

Rudy Yuniawati dan
Universitas Ahmad Dahlan
Jalan Kapas Nomor 9 Yogyakarta,
Indonesia
email: rudy.yuniawati@psy.ac.id

Ismiradewi
Universitas Ahmad Dahlan
Jalan Kapas Nomor 9 Yogyakarta,
Indonesia
email: ismira.dewi@psy.uad.ac.id

Halaman
15-20

ABSTRACT

The purpose of the present study was to examine the relationship between student engagement and school well-being. This study employed quantitative approach with correlational design. The subject of the study was 265 students who were selected by using cluster random sampling technique. The data were collected by using student engagement scale and school well-being scale. The data were analyzed using product moment. The result of the analysis obtained R of 0.790 with significance level of 0.000 ($p < 0.01$). The result of the study showed that the level of school well-being is strongly affected by student engagement. The result of the study contribute to the development of guidance and counseling concerning student engagement and school well being.

Keywords: school well being, school, student, student engagement

INTRODUCTION

School is a formal education institution that is provided by the government, it functions not only for learning but also for developing moral, character, aptitude, and interest of the students (Santrock, 2007). School is potential mean to develop individual's personality, considering that it affects adolescents' development in some life aspect such as self-identity; belief in ability, life description, interpersonal relationship, norm restriction between good and bad, and social system concept beside family, accordingly school is a critical aspect for individuals. In adolescence, school is an important element for their development. For students, achievement and its reward can increase their satisfaction toward their school life (Konu dan Rimpela, 2002).

The concept that can explain school success is school well-being. It is consistent with the finding of the study conducted by

Konu and Rimpela (2002) who shows that school well-being concept can be used to capture the students' well-being at school. Well-being here refers to several meanings, among them are students' feeling of satisfaction, confidence, good emotion and feeling at school.

School well-being is an essential issue to discuss since it becomes one of the primary parameters of education success. The basic concept of establishing school well-being is the theory proposed by Allardt (O'Brien, 2008) who defines well-being as a vehicle that allows an individual achieve satisfaction by the fulfillment of their basic needs.

Some studies on life satisfaction as the most prominent indicator of adolescents' well-being found that the satisfaction range tends to be positive. For instance, Huebner, Ash, and Laughlin (2001) reported that 73% of 5,545 students in grade 9-12 shows rating of "satisfied" until "very satisfied", Similar

finding is also found in children and early adolescent. However, the study also found the declining trend of life satisfaction globally.

Preliminary study conducted by Hidayah (2013) on factors affecting students' school satisfaction in junior high schools (SMP) in Bantul Regency Yogyakarta showed that by the determined category, 41.56% of the students' satisfaction was moderate, and 26.7% of the students' satisfaction was categorized low. Another study in 2014 showed that 35% of the students' school satisfaction was categorized as low.

The study conducted by Adha and Ardiayanti (2017) found that the students' happiness is caused by some factors, namely, complete and adequate facility, good relationship among the students and teachers. On the other side, the study also found that the students were happy when there is no learning activity.

One of the factors affecting students' school well-being is the students' cognitive, emotional, and behavioral involvement which is then also classified into students engagement. Students' engagement is the manifestation of motivation shown through behavior, emotion, and cognition. It is shown by energetic behavior, directed behavior, and resilience, or quality when interacting with academic tasks. Fredriks (2005) adds that school engagement refers to students' involvement in both academic and non-academic learning process, it is observable through students' behavior, emotion, and cognition at school.

Learning situation is considered significantly affect the involvement, as a result from teacher's belief and behavior; support on students' autonomy, and opportunity to participate in finishing academic tasks (Roeser & Eccles, 1998). Academic success at school is related to some individual's factor, where the learning process occurs so that it affects students' learning achievement (Dharmayana, et al. 2012).

Based on the background of the problem described above, the present study aims to find out the relationship between school well-

being and students engagement. The result of the study contributes to the development of guidance and counseling concerning student engagement and school well being..

METHODS

This study employed quantitative approach with correlational design. The subject of the study was 265 junior high school students in Yogyakarta, they were selected by using cluster random sampling. The data were collected by using school well-being scale and student engagement scale. The data analysis was done by using Product-Moment Correlation.

RESULT AND DISCUSSION

Based on product moment analysis result, R value was 0.790 with level of significance of 0.000 ($p < 0.01$), in other words, there is a relationship between school well-being and student engagement as it is shown in Table 1.

Table 1.
Product moment analysis result

Result	R Square
<i>Pearson correlation</i> 0.790	Effective contribution of 62,41 %
<i>Level of significance</i> /p 0,000 < 0,01	There is a positive significant relationship

The result of the current study is consistent with the previous studies that show that there is a significant and robust relationship between school well-being and students engagement in one of Pesantren in Sukabumi (Hidayatishafia & Rositawati, 2017). According to Konu and Rimpela (2002), School well-being refers to a healthy school situation that facilitates students' positive school-related behavior. A healthy school can lead to happiness and create positive attitude and belief so that indirectly, it affects students when they interact with school.

One of the factors affecting students' school well-being is the students' cognitive, emotional, and behavioral involvement which is then also classified into students engagement. Psychological well-being (further written as 'well-being') is a less popular in Indonesian education regulation and actors. The more popular term is mental health. In Indonesia, attempts to establish mental health at school has not been the main agenda, this matter is still seen as the responsibility of the school counselors. Allardt (Konu & Rimpela, 2002) defines school well being as a school situation that allows individuals to satisfy their basic needs, both material and non-material needs. Based on the concept of well-being proposed by Allardt, Konu and Rimpela (2002) then develop well-being in school context consisting dimensions of having, loving, being, and health. The school condition (having) covers material and non-material aspect such as physical environment, subject and schedule, punishment, and service at school (Konu & Rimpela, 2002).

Social relationship (loving) refers to social learning environment, teacher-student relationship, peer relationship, group dynamics, bullying, school-family collaboration, school decision-making, and overall school atmosphere (Konu & Rimpela, 2002). In the school context, being is seen as the school's manners to provide students the opportunity to obtain self-fulfillment. It can be in the form of equal opportunity to be the part of school community, they can make decisions regarding their existence at school, and opportunity to develop their knowledge and skills according to their interest (Konu & Rimpela, 2002). Health is viewed in a simple form, the absence of source of disease and sick students. Students' health covers both physical and mental aspect such as psychosomatic symptoms, chronic disease, minor illness (like influenza), and appreciation of self condition.

These school well-being dimensions has comprehensively describe students' well-being at school. Konu and Rimpela (2002) develop this concept based on studies on

literature on sociology, education, psychology, and health improvement.

Well-being is one of the consequences of the development of positive psychology. It is a pervasive condition that the present and the past life is delightful, a continuous perception that life is meaningful and delightful (O'Brien, 2008). Well-being is needed because school brings significant effect on adolescents' development. Students spend most of their time-five until six days a week- at school. Well-being positively affects learning process and learning outcome. Students who are satisfied in school will develop positive attitudes toward the learning process and learning achievement. It also allows students to develop coping strategy against the negative environmental influence (Jarvela, 2011).

Students' engagement is the manifestation of motivation shown through behavior, emotion, and cognition. It is shown by energetic behavior, directed behavior, and resilience, or quality when interacting with academic tasks. Fredriks (2005) adds that school engagement refers to students' involvement in both academic and non-academic learning process, it is observable through students' behavior, emotion, and cognition at school.

Another study found that student engagement significantly associated with academic efficacy and academic burnout in university student (Salmela-Aro, K., Kiuru, N., Pietikäinen, M., & Jokela, J, 2008). Another interesting finding is that there is no difference between students' engagement in terms of gender (Arlinkasari & Akmal, 2017).

Wang and Holcombe (2010) assert the importance of students engagement for academic achievement. Students' involvement here covers students' participation in school events, identification sensitivity towards the school and the use of self-regulation strategy. This finding is also supported by Salmela-Aro and Upadaya (2013) who state that students with a higher level of students' engagement shows higher academic achievement. The depth of students' involvement with their school affects the students' academic achievement.

Student engagement is a psychological component related to students' sense of belonging in their schools and accept the school values and behavior related to their participation in school events (Willims, 2003). Students' engagement refers to the students' active participation characterized by interest; investment, attempts made by the students in doing the task both inside the classroom or outside the classroom (Wang, & Holcombe, 2010). According to Wang and Hoocombe (210) state that students with students' engagement will get involved in their school, they transform their energy into positive activities, they spend their time to develop their academic potential and driving their motivation to be actively involved in activities inside or outside the classroom. Students who are actively involved in the learning process will improve their ability, competence, and values that help them go through their transition stage properly.

Students' involvement at school refers to a psychological process that shows students' attention, interest, investment, attempts, and involvement in school activity, it covers (1) students' emotional involvement, this shows interest, value, and emotion toward the school, for instance: feeling in the classroom, feeling towards the school and teachers, feeling about treatment, discipline and motivation, sense of belonging, positive feeling, and respecting academic achievement at school. (2) Students cognitive involvement toward the school, it refers to perception toward motivation, hard work, and strategy. It covers psychological investment in learning, hard work in learning, studying seriousness, willing to work beyond the requirement, challenging choice, discipline, learning plan and strategy, flexibility in solving problem and (3) behavioral involvement, it refers to doing school work and adhering to school regulation such as (a) positive behavior, it refers to behavior that illustrates effort, concentration, attention, questions, contribution to discussion, adherence to regulation, study, homework, participation in school activity. (b) the absence of disturbing

behavior, such as truancy and creating chaos in the classroom.

School satisfaction also decreases over time, along with ages. This is caused by students' perception of their academic ability. Study shows that students' perception in their academic competence decrease along with their advancement at school (Eccles, Wigfield, & Schiefele, in Broussard, 2002). Schunk & Pajares (Broussard, 2002) describe this decrease by using various factors, including competitiveness, teachers' attention decrease on students development individually, and school transition-related stress. This finding showed the importance of managing adolescents' well-being so that it does not decrease.

Some references in this domain state that there are three types of engagement that is dynamically related: cognitive, emotional, and behavioral dimension (Fredricks, Blumenfeld, & Paris, 2004). Student engagement, according to Fredriks (2005), is the students' involvement in both academic and non-academic learning process, it is observable through students' behavior, emotion, and cognition at school. Student engagement consists of three dimensions, behavioral engagement, emotional engagement, and cognitive engagement.

The result of the study showed that students possess good school well-being towards the school situation. When students possess a good engagement with school, they can accept themselves, establishing positive relationships with others, and be autonomous. A well-being individual can also control the condition occurs in their surrounding; he has life purpose and meaning, and personally grow.

the non-Conducive school environment can increase the possibility of students' depression, feeling of inability, or even creating emotional and behavioral problem. This, of course, hinders the learning process at school. Accordingly, the school climate is one of the important factors that affect students' performance at school.

Students with good perception of school climate will be more actively engaged with

the school. They will be more engaged with their school when they view their teachers as a supporting figure (Voight, 2011).

Students engagement at school has been operationalized to the extent that students are committed to the school and are motivated to learn (Veiga et al., 2012). This engagement will be improved when the students possess good relationship with their peer and teachers.

CONCLUSION

Based on the result of the study, it can be concluded that there is a relationship between student engagement and school well-being. The result of the study contributes to the development of guidance and counseling concerning student engagement and school well being.

REFERENCES

- Arlinkasari, F., & Akmal, Z. (2017). Hubungan antara Student Engagement, academic self-efficacy, dan academic burnout pada mahasiswa. *Jurnal Humanitas*. 1 (2)
- Broussard, S. C. (2002). The relationship between classroom motivation and academic achievement in first and third graders. *Thesis*. Louisiana State University.
- Dharmayana, I. W, dkk. (2012). Keterlibatan siswa (*student engagement*) sebagai mediator kompetensi emosi dan prestasi akademik. *Jurnal Psikologi*. 39(1) Juni 2012. 76 – 94.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109.
- Gunuc, S & Kuzu, A. (2015). Student Engageent Scale : development, reliability, and validity. *Assessment & Evaluation in Higher Education*, 40 (4), 587-610
- Hidayah, N. (2013). Faktor-faktor yang Memengaruhi Kepuasan Sekolah pada Siswa Sekolah Menengah Pertama. *Laporan Penelitian*. Yogyakarta: Universitas Ahmad Dahlan.
- Huebner, E. S., Ash, C., & Laughlin, J. E. (2001). Life experiences, locus of control, and school satisfaction in adolescence. *Social Indicators Research*, 55, 167–183.
- Konu, A. dan Rimpela, M. (2002). Well-being in schools: conceptual model. *Health Promotion International*, 17, 79–87.
- O'Brien, M. (2008). *Well-being and post-primary schooling*. Dublin: National Council for Curriculum and Assessment
- Roeser, R. W., & Eccles, J. S. (1998). Adolescents' perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence*, 8, 123-158.
- Rositawati, S & Difa Hidayatishafia. (2017) Hubungan School Well Being dengan Student Engagement (Relation Of School Well Being and Student Engagement) Bandung : *Jurnal Psikologi*. 3(1).
- Santrock, J. W. (2008). *Psikologi pendidikan*. Jakarta: Kencana Predana Media Group
- Salmela-Aro, K., Kiuru, N., Pietikäinen, M., & Jokela, J. (2008). Does Student Matter? The Role of Student Context in Adolescents' Student-Related Burnout. *Jurnal European Psychologist* 2008; 13(1)
- Veiga, D, dkk. (2012). Student's engagement in student : a Literature review F.H. *Journal de Educação da Universidade de Lisboa*, 20 (1))
- Voight, A. Nixon, C.T., & Nation, M. (2011). The Relationship Between Student Climate and Key Educational Outcomes for Urban Middle Student Studies. *AERA Annual Conference*
- Wang, M.T., & Holcombe, R. (2010). Adolescents' perception of school environment, engagement, and academic achievement in middle school. *Educational Research Journal*, 47(3) .633–662

Willms, J.D. (2000). Student Engagement at Student : sense of Belonging and Participation. Organisation for Economic co-operation and Development (OECD).